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ABSTRACT

GRADES OR AGES: Primary, intermediate, junior high, high school. SUBJECT MATTER: Health education (including nutrition, safety education, and consumer education). ORGANIZATION AND PHYSICAL APPEARANCE: Nine terminal goals are listed on page one. The guide consists of a breakdown of each terminal goal into program goals and, for each program goal, behavioral objectives for the four educational levels (primary, intermediate, and junior and senior high. OBJECTIVES AND ACTIVITIES: Behavioral objectives are listed for each program goal. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: No provision indicated. OPTIONS: None listed. (JA)

ED 087730

MESA PUBLIC SCHOOLS

Mesa, Arizona

HEALTH EDUCATION

Student Terminal Goals, Program Goals, and Behavioral Objectives

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Dr. George N. Smith, Superintendent

Dr. Gavin C. Humphrey, Associate Superintendent

Dr. Dell Chamberlain, Assistant Superintendent

SP 007 711

HEALTH EDUCATION

TERMINAL GOALS

I. Recognize safety hazards and understand the importance of accepting responsibility for prevention of accidents, and know basic first aid for treatment of injuries.

II. Understand the relationship of proper dietary habits to general well-being.

III. Recognize the importance of seeking out current factual information, relative to nutrition, that will enable him to become an intelligent consumer.

IV. Understand the causes and symptoms of disease and the role of the individual, home, school, and community in prevention and control of diseases.

V. Identify stimulants and depressants and understand their tremendous positive or negative potential.

VI. Develop patterns of living for the family which insure its continuance as a stabilizing force in society and in the lives of individuals.

VII. Understand the causes of fatigue and tension and develop effective ways of overcoming them without the use of drugs.

VIII. Develop guidelines for assuming realistic personal responsibility for emotional behavior indicative of sound mental health.

IX. Understand the reasons for giving the body the care it requires and develop the ability to analyze propaganda of body care products. (eyes, ears, teeth, skin, cleanliness, grooming)

Terminal Goal

I. Recognize safety hazards and understand the importance of accepting responsibility for prevention of accidents, and know basic first aid for treatment of injuries.

Program Goal

A. Ability to recognize safety hazards in human activities relating to fire, recreation, water, traffic, industry, home, school, athletics, aviation, and firearms.

Behavioral Objectives

Primary

1. A student will be able to select from a list of ten bus, school, home, and classroom situations those that are potentially hazardous.

2. A student will be able to list 6 playground hazards.

Intermediate

1. A student will be able to list 3 potential fire hazards in the home and 3 in the school.

2. A student, individually or in a group, will be able to construct a poster illustrating hazards in the given areas of safety.

Junior High

1. A student will be able to list 6 potential fire hazards in each of the following areas: home, school, and public.

2. A student will be able to select from a list of home, school, and public situations those which are potentially hazardous.

High School

1. A student will be able to list four areas of responsibility for preventing accidents in society.

Program Goal

B. Ability to properly identify preventive measures dealing with the enumerated areas of safety.

Behavioral Objectives

Primary

1. A student will be able to explain the proper procedure to follow in riding, signaling, and equipping a bicycle.

2. A student will be able to list five rules pertaining to pedestrian safety.

3. A student will be able to define the words "stranger" and "molester."

4. A student will be able to list the dangers of talking with a stranger.

5. A student will be able to explain the proper use and care of tools and equipment in the classroom and on the playground.

6. A student will be able to show, by giving several examples, that good sportsmanship can be a safety factor.

7. A student will be able to list ten situations that can be potentially hazardous in the home, in public places, and during specific holidays.

8. A student will be able to explain the dangers of petting, handling, or teasing a strange animal.

Intermediate

1. A student will be able to take a teacher-prepared list of hazards in each safety area and state a way to prevent each one.

2. A student will be able to take a list of traffic laws dealing with bicycles and pedestrian traffic and give a reason for each one.

3. A student will be able to make a rough sketch of, or identify from slides, 6 of the most common poisonous plants and animals in his area.

4. A student will be able to recognize and know how to react to poisonous animals, insects, and reptiles common to his environment.

5. A student will be able to demonstrate the safest way to (a) carry furniture, (b) use a jackknife, (c) handle scissors, etc.

Junior High

1. From several sets of pictures, a student will be able to explain precautionary measures that should be taken to prevent accidents in the areas of home, school, and sports activities.

2. A student will be able to list 6 safety measures to be taken when using firearms.

High School

1. A student will be able to list two preventive measures for safe conduct in the classroom, hallway, gymnasium, laboratory, shop, athletic field, and general campus area of the school.

Program Goal

C. Ability to demonstrate proper procedures for emergency situations in the enumerated areas of safety.

Behavioral Objectives

Primary

1. A student will be able to repeat from memory his full name, address, parents' names, and telephone number.

2. At any given time through a practice fire or civil defense drill, a student will be able to exhibit the proper procedure to be followed.

3. A student will be able to list which injuries should be reported promptly so that first aid can be administered.

Intermediate

1. A student will be able to demonstrate how to put out an oil fire.

2. A student will be able to demonstrate how to put out a fire if clothing should catch on fire.

3. From a list of proper methods of extinguishing fires, a student will be able to select the one to be used in a specific fire situation.

4. A student will be able to demonstrate the proper procedure for treatment of insect bites, snake bites, etc., common to his environment.

5. A student will be able to role-play how to call for aid from the Fire Department by telephone or from a fire box.

6. A student will be able to use toy cars to demonstrate traffic rules for cars and pedestrians.

Junior High

1. A student will be able to demonstrate first aid measures for emergency situations such as shock, choking, severe bleeding, snakebite, etc.

2. A student will be able to demonstrate the proper procedure used for oral resuscitation or artificial respiration.

3. Given two alternatives, a student will be able to select the best reaction for greatest safety in emergency fire situations.

4. From a list of problem situations facing bicycle riders, a student will be able to solve 75% of them.

High School

1. Given a list, a student will be able to select his and his family's responsibilities in a Civil Defense Program.

2. A student will be able to understand and perform the basic fundamentals of emergency first aid.

Program Goal

D. Ability to recognize potential loss of life and property in each of these areas.

Behavioral Objectives

Primary

1. A student will be able to state at least one harmful effect on the body should an accident occur in areas such as fire, water, traffic, recreation, or electric shock.

Intermediate

1. A student will be able to state a hypothetical case or furnish a newspaper clipping for each safety area where loss of life or property is evident, both at home and at school.

Junior High

1. A student will be able, for each safety area, to find one newspaper article dealing with an accident and pick out the accompanying loss of life and property in each article.

High School

none

Terminal Goal

II. Understand the relationship of proper dietary habits to general well-being of the individual.

Program Goal

A. Ability to recognize the roles of each basic nutrient in growth, heat and energy, repairing and replacing of worn-out parts, and keeping the body in good running order.

Behavioral Objectives

Primary

1. From a group of foods, a student will be able to distinguish fruits from vegetables.

2. Given a variety of foods and the information that food can be classified into the Four Food Groups, the student will be able to place foods into their appropriate groups.

3. Through the use of puppets representing many kinds of foods, the student will be able to tell the value of each and how each helps the body.

4. Given an assortment of foods, the student can apply his knowledge of the Four Food Groups by selecting a well-balanced meal.

Intermediate

1. The student will be able to construct a chart as follows:

Body Needs	Food Substances
a. Growth	a. Protein
b. Heat and Energy	b. Fats and Carbo-hydrates
c. Repair and replace worn-out parts	c. Protein
d. Keeps body in good running order	d. Vitamins and minerals

Junior High

1. The student will be able to list three foods for each of the body needs: growth, heat and energy, repair and replacement, keeping the body in good running order.

High School

1. The student will be able to list the minimum basic amounts of food nutrients and H_2O intake and plan a balanced diet.

Program Goal

B. Ability to recognize the food groups that contain necessary nutrients.

Behavioral Objectives

Primary

1. The student will be able to point out the basic food groups from pictures and tell how each aids the body in a special way.

Intermediate

1. The student will be able to construct posters using food pictures from magazines that show foods high in the following:

   a. proteins
   b. fats
   c. carbohydrates
   d. vitamins and minerals

2. The student will demonstrate his understanding that foods are composed of nutrients by identifying major nutrients in a given food.

3. The student will be able to identify ways in which major nutrients are used by the body.

Junior High

1. The student will be able to list the basic food groups along with three examples of food in each group.

High School

none

Program Goal

C. Ability to recognize the effects of nutrient deficiencies.

Behavioral Objectives

Primary

1. The student will be able to compare the results of a well-balanced diet and another diet with a nutrient deficiency. (use of rat feeding experiments, etc.)

2. The student will be able to compare his diet, by listing kinds of food available, with diets of children living in other localities or countries he is studying, such as Africa, etc.

Intermediate

1. The student will be able to match a result of a nutrient deficiency with a nutrient when given the following:

Vitamin C	beriberi
Iodine	rickets
Vitamin A	scurvy
Vitamin D	dry skin
Vitamin B	goiter

Junior High

1. The student will be able to list at least one effect on the body when each of the following nutrients are deficient in a diet:

Vitamin A	proteins
Vitamin B	calcium
Vitamin C	iodine
Vitamin D	

High School

1. The student will be able to list three vitamin disorders and three nutrient deficiencies and steps for correction of each.

Program Goal

D. Ability to recognize the relationship of proper storage and preparation of food to good health.

Behavioral Objectives

Primary

1. Through an experiment, the student will be able to tell how quickly unrefrigerated foods spoil.

Intermediate

1. Given a list of a variety of fresh and frozen meats, vegetables, and fruits, the student will be able to identify proper storage for each.

2. Given the same list, the student will be able to state a reason for such storage.

3. Given pictures of prepared foods such as cereals, crackers, mayonnaise, etc., the student will be able to identify whether the food should be stored in cold or not.

Junior High

1. The student will be able to list six diseases caused by improper storage of food.

High School

none

Program Goal

E. Ability to recognize the importance of sanitation when handling and preparing food.

Behavioral Objectives

Primary

1. The student will be able to demonstrate correct, sanitary eating behavior in the cafeteria by:

   a. eating only food on his tray.
   b. not eating food that falls off tray.
   c. washing hands before eating.

Intermediate

1. Given the beginning of a sentence, "Fresh fruits and vegetables should be thoroughly washed because_____," the student will be able to complete the sentence and give a reason for his answer.

2. The student will demonstrate correct procedure for handling fresh fruit before eating it.

Junior High

1. Student will be able to list three diseases that result from poor sanitation in the handling and preparing of foods.

High School

none

Program Goal

F. Ability to identify national and world-wide dietary problems and the factors related to the solution of these problems.

Behavioral Objectives

Primary

1. The student will be able to know and discuss the fact that some people in his community do not have proper food.

Intermediate

1. The student will be able to list 6 dietary problems that exist in the United States.

2. The student will be able to select from a given list the nutrients that would alleviate the deficiencies as stated above.

Junior High

1. The student will be able to list three geographical areas of the United States and three countries of the world where dietary problems are critical.

2. The student will be able to list three factors that contribute to the dietary problems of the areas listed above.

3. The student will be able to list six ways to handle problems of underweight or overweight which are non-medical in nature.

4. The student will be able to discuss the diseases and health hazards of obesity.

High School

none

Terminal Goal

III. Recognize the importance of seeking out current factual information, relative to nutrition, that will enable one to become an intelligent consumer

Program Goal

A. Ability to differentiate between advertising propaganda and factual information.

Behavioral Objectives

Primary

None

Intermediate

1. Given a list of current advertising food slogans, the student will be able to select those that present a factual claim and those that do not.

2. The student will be able to describe 5 propaganda techniques used in advertising.

Junior High

1. The student will be able to find six printed advertisements that are not based on factual information.

High School

1. The student will have the ability to define food "quackery" and "faddism."

Program Goal

B. Recognize false information based on ignorance or dishonesty.

Behavioral Objectives

Primary

none

Intermediate

1. Given the opportunity, the student will be able to construct a bulletin board presenting false food "facts" and factual ones.

Junior High

1. The student will be able to list four examples of beliefs about effects of certain foods that are scientifically untrue.

2. The student will be able to list three examples of dishonest practices in advertising food products.

High School

1. The student will be able to demonstrate various kinds of food fads and misleading information about foods.

Program Goal

C. Ability to use a consumer's guide and recognize its value.

Behavioral Objectives

Primary

none

Intermediate

1. The student will be able to use a consumer's guide to list three specific reasons why a product of a particular brand is superior to the same or similar product of a different brand.

Junior High

1. The student will be able to select an appliance, or other product listed in a consumer's guide, and explain its advantages over a similar product of a different brand in terms of economy in price, operation, maintenance, life span, and quality of service.

High School

none

Program Goal

D. Ability to recognize the economy of buying foods in season, in quantity, and on sale, and ability to recognize the low-priced foods in each food group.

Behavioral Objectives

Primary

1. The student will be able to list 10 foods grown in Arizona.

Intermediate

1. From a list of food prices at a supermarket, the student will be able to make a list of foods to feed his family for one day and explain the reasons for his choices.

Junior High

1. The student will be able to make a list of 5 items of food ordinarily used in his home and list the amount which could be saved per item by purchasing these items on sale or in larger quantities.

High School

none

Program Goal

E. Recognize and accept new scientific findings in the area of nutrition.

Behavioral Objectives

Primary

1. The student will be able to list the nutritional value that is increased in cold cereal through addition of milk and fruit.

Intermediate

1. The student will be able to list _____ new scientific facts pertaining to nutrition that are beneficial to man. (vitamins, cereals, etc.)

Junior High

1. The student will be able to list at least three of the "latest findings" in the area of nutrition and explain how these can affect his own health.

High School

1. The student will bring to class at least three articles concerning new scientific findings in the area of nutrition.

Terminal Goal

IV. Understand the causes and symptoms of disease and the role of the individual, home, school, and community in the prevention and control of diseases.

Program Goal

A. Ability to identify the causes of disease and their related symptoms.

Behavioral Objectives

Primary

1. The student will be able to name two things which cause or increase the severity of diseases, such as the common cold, etc.

2. The student will be able to list 3 ways in which colds and other germ produced illnesses are contracted and how they may be alleviated by:

   a. sunshine
   b. fresh air
   c. exercise and rest
   d. proper clothing
   e. proper nutrition

Intermediate

1. Given a list of symptoms of common childhood diseases, the student will be able to write the name of the disease.

Junior High

1. Given a combined list of causes and symptoms of common diseases, the student will be able to divide the list into two groups: (a.) causes, and (b.) symptoms.

High School

none

Program Goal

B. Ability to identify ways in which a communicable disease is spread.

Behavioral Objectives

Primary

1. The student will be able to select from a group of situations those which spread contagious diseases.

2. The student will be able to demonstrate at least two ways to prevent spread of colds. (covering mouth when coughing, etc.)

3. The student will be able to demonstrate the proper use of drinking fountains and restrooms.

4. The student will be able to demonstrate habits of cleanliness.

Intermediate

1. The student will be able to demonstrate proper use of the water fountain.

2. The student will be able to select from a given list the ways in which the germs of a common cold can be spread.

3. The student will be able to select from a given list the ways in which other communicable diseases can be spread.

Junior High

1. The student will be able to list five ways of spreading communicable diseases.

High School

1. The student will be able to list the four basic ways in which a communicable disease is spread.

Program Goal

C. Ability to recognize and implement preventative measures for diseases.

Behavioral Objectives

Primary

1. The student will be able to list three to five reasons why immunizations are important in preventing disease.

2. The student will be able to identify and wear proper dress for different weather conditions.

3. The student will be able to relate why regular medical check-ups help us stay well.

4. The student will be aware that germs are tiny organisms that work both for and against us.

5. Given an opportunity, the student will be able to prepare and assemble a bulletin board of pictures of friends who help us fight germs.

6. The student will be able to list three things which help him stay well and grow, such as proper food, sufficient rest, sleep, and exercise.

Intermediate

1. The student will be able to list five diseases which can be prevented by immunization or vaccination.

2. The student will be able to list nutrients which will help the body resist disease.

3. The student will be able to list ways in which cleanliness in the home can help prevent disease.

4. The student will be able to list precautions which will help build resistance to the common cold.

Junior High

1. The student will be able to list the seven danger signals of cancer.

High School

1. The student will be able to list two preventative measures which can be taken by an individual, family, school, and community in preventing infectious diseases from spreading.

Program Goal

D. Ability to recognize the disease control measures that can be instituted by an individual, home, school, and community.

Behavioral Objectives

Primary

1. Given a list of treatments, the student will be able to identify those that can be used to alleviate symptons of the common cold.

Intermediate

1. A student will be able to list ways in which the breeding places of flies around the home can be controlled.

2. A student will be able to list ways in which the breeding places of mosquitoes can be controlled around the home.

3. A student will be able to list ways in which the city can help control insects. (disease control measures such as immunization, cleanliness, etc.)

Junior High

1. A student will be able to list five types of immunizations important for children of various ages.

2. A student will be able to explain in writing what the Salk vaccine is and its importance.

3. A student will be able to discuss in writing the disease called Tuberculosis and the best way to treat it once it is contracted.

4. A student will be able to list three immunizations requiring frequent boosters.

High School

none

Program Goal

E. Ability to identify national and world-wide disease problems and factors relating to the solution of these problems.

Behavioral Objectives

Primary

none

Intermediate

1. A student will be able to list types of vaccinations a person must have received before he can return from Mexico to the United States.

2. A student will be able to list three types of communicable diseases which have reached epidemic proportions in other countries and which vaccination is controlling in the United States.

Junior High

1. The student will be able to list the place to call to get information about vaccinations required for American citizens traveling abroad.

2. The student will be able to define the term "medical quackery."

3. The student will be able to list three methods of combating "medical quackery."

4. The student will be able to explain in writing the importance of the work of three medical scientists.

High School

1. The student will be able to give a brief written report on the role of state, federal, and world health agencies and their role in combating infectious diseases.

Terminal Goal

V. Identify stimulants and depressants and understand their tremendous positive or negative potential.

Program Goal

A. Ability to identify the common stimulant and depressant drug groups and their effects.

Behavioral Objectives

Primary

1. The student will be able to identify the hazards relating to the family medicine cabinet.

2. The student will be able to identify the dangers in household cleaning agents such as ammonia, lysol, sprays, rat poison, lye, etc.

Intermediate

1. Select from a given list of twenty drugs those that are used to successfully alleviate diseases.

2. List three drugs that are advertised on T.V. and tell what each is supposed to do for you.

3. The student will be able to define the term "drug pusher."

4. The student will be able to list three dangers of using drugs to satisfy curiosity.

Junior High

1. From a list of stimulants and depressants, the student will be able to identify them properly.

2. When given a list of drug descriptions and the names of the drugs, the student will be able to correctly match them.

High School

none

Program Goal

B. Ability to recognize the need for use of all drugs under medical supervision.

Behavioral Objectives

Primary

1. The student will be able to state three dangers in accepting things from strangers.

2. The student will be able to state two reasons why he should not take drugs without medical supervision.

Intermediate

1. The student will be able to list three or more drugs available in his home that were bought "over the counter" and tell the benefits and possible harm derived from them.

2. The student will be able to list three reasons why it is important that a doctor should prescribe the drugs you use.

3. The student will be able to list three or more drugs available illegally.

Junior High

1. The student will be able to select from a list of drugs those drugs that have medical uses.

2. The student will be able to list at least eight medical drugs and a harmful effect that can result when used without medical supervision.

High School

none

Program Goal

C. Ability to recognize the consequences of becoming dependent on drugs, alcohol, or tobacco.

Behavioral Objectives

Primary

none

Intermediate

1. Given a list of ten drugs, select three that can cause physical and emotional problems.

2. List three harmful effects that tobacco has upon the body.

3. List three harmful effects that alcohol has upon the body.

4. List three harmful effects that drugs may have upon the body when used without a doctor's prescription.

5. List harmful effects alcohol and tobacco have upon a person's social life.

Junior High

1. The student will be able to list the effects of smoking as substantiated by the United States Health Department or the American Cancer Society.

2. From a list of four consequences of drug abuse, the student will be able to list eight drugs with their harmful effects upon the body.

3. The student will be able to list the progressive pattern usually followed in becoming an alcoholic.

High School

none

Program Goal

D. Ability to recognize the economical, legal, and psychological problems associated with drug dependency.

Behavioral Objectives

Primary

none

Intermediate

1. The student will be able to compute the money spent on one package of cigarettes a day for a period of one year.

Junior High

1. The student will be able to list the cost of drug addiction economically, legally, and psychologically to the individual.

High School

none

Terminal Goal

VI. Develop patterns of living for the family which insure its continuance as a stabilizing force in society and in the lives of individuals.

Program Goal

A. Ability to recognize the need of family members for discipline and mutual recreation.

Behavioral Objectives

Primary

1. The student will be able to describe an experience with the family working together.

2. The student will be able to describe an experience with the family playing together.

Intermediate

1. The student will be able to write plans for a family recreation activity.

2. The student will be able to list his responsibilities at home; i.e., chores, etc.

Junior High

1. A student will be able to list three reasons why obedience is necessary for happiness in the home.

2. A student will be able to list six areas of family responsibility in which he can participate.

3. A student will be able to give three reasons why performing these responsibilities faithfully contributes to a more satisfying relationship in the home.

4. A student will be able to list ten recreational activities in which his family might find relaxation and enjoyment.

High School

none

Program Goal

B. Ability to recognize stabilizing family functions for both society and the individual.

Behavioral Objectives

Primary

1. From a group discussion of a family situation, the student will be able to name three ways to avoid family quarrels.

2. From a role playing situation, the student will be able to tell how to solve three specific family problems.

3. The student will be able to engage in at least one project for improvement of his home.

Intermediate

1. The student will be able to write an essay telling why parents should participate in parent-teacher conferences and P.T.A. meetings.

2. The student will be able to engage in at least one community drive, such as March of Dimes, church, etc.

Junior High

1. From a role playing situation, the student will be able to list three reasons family communications break down and different ways to avoid such breakdowns.

2. The student will be able to list six things the family gives him in addition to taking care of his physical needs.

High School

none

Terminal Goal

VII. Understand the causes of fatigue and tension and develop effective ways of overcoming them.

Program Goal

A. Ability to recognize the psychosomatic factors causing fatigue and tensions.

Behavioral Objectives

Primary

1. The student will be able to list two or three undesirable habits or physical factors causing fatigue.

2. The student will be able to write one rule to observe in order to safeguard against fatigue. Example: We need sleep because_____ _____.

Intermediate

1. The student will be able to list events in his life which cause him to have pleasant or unpleasant feelings.

2. The student will be able to describe his feelings when pleasant or unpleasant circumstances are encountered.

3. The student will be able to describe feelings of fatigue after attending an exciting athletic activity.

Junior High

1. The student will be able to describe the differences in the rate of growth of the average teenager (girl or boy), and the individual which may cause concern.

2. The student will be able to discuss in written form the relationship between the emotions and the nervous system.

3. The student will be able to define and list the results of psychosomatic illness.

High School

1. The student will be able to match the types with the causes of fatigue and tension.

2. The student will be able to select those disorders which are considered psychosomatic from a list of organic and functional disorders.

Program Goal

B. Ability to recognize the changing sociological conditions that are increasing tensions.

Behavioral Objectives

Primary

1. From a list of television viewing habits, children will be able to select those which are acceptable for good health, such as sit back from television sets, do not watch television hour after hour, look away from the set now and then to rest your eyes, etc.

2. The student will be able to discuss how constant loud talking, quarreling, and noise can cause fatigue and tensions.

Intermediate

1. The student will be able to describe his feelings when he enters a new school or moves into a new neighborhood or meets a condition which is new to him.

2. The student will be able to describe his feelings when some misfortune or some serious trouble has affected his home life and list the best way to handle the situation.

Junior High

1. The student will be able to describe the feelings caused by moving, unemployed parents, etc.

2. The student will be able to list five changes in the past twenty years that have resulted in increased tensions among people of all ages.

High School

1. The student will be able to recognize and describe conditions in society which may contribute to tensions.

Program Goal

C. Ability to recognize the physical symptoms of fatigue and tensions.

Behavioral Objectives

Primary

1. The student will be able to describe three danger signals of fatigue, such as headache, stomachache, listlessness, etc.

Intermediate

1. The student will be able to describe how the body feels after participation in strenuous exercise for thirty minutes.

2. The student will be able to list the physical and emotional benefits of exercise.

3. The student will be able to describe how worry and lack of sleep affects the body.

Junior High

1. The student will be able to list five physical factors causing fatigue.

High School

1. The student will be able to match the types of fatigue and tension with the causes.

Program Goal

D. Ability to identify the techniques for relief of fatigue and tensions.

Behavioral Objectives

Primary

1. The student will be able to name two ways to overcome tension or fatigue.

Intermediate

1. The student will be able to list health factors which will help him overcome fatigue.

2. The student will be able to list two reasons why a good diet is necessary for any person.

3. The student will be able to recognize the need for a varied diet for different individuals because of circumstances.

4. The student will be able to list four health habits which are necessary for a strong body.

5. The student will be able to list two reasons why those who do strenuous work require a different diet.

Junior High

1. The student will be able to explain in written form the importance of sufficient relaxation and sleep in combating fatigue.

High School

1. The student will be able to list the four categories for the relief of tension: walk it off, talk it off, think it off, and sleep it off.

Terminal Goal

VIII. Develop guidelines for assuming realistic personal responsibility for emotional behavior indicative of sound mental health.

Program Goal

A. Ability to identify the characteristics of good mental health and emotional behavior.

Behavioral Objectives

Primary

1. The student will be able to list three reasons why it is important to exhibit self-control in games and activities.

2. The student will be able to name three things a good sport does in a game.

3. The student will be able to relate three ways in which to make a new child at school feel at home.

Intermediate

1. The student will be able to describe his feelings when he is in a situation where he admits he has made a mistake.

2. The student will be able to describe his feelings when he has finished an undesirable task.

3. The student will be able to describe feelings of good sportsmanship when he has won an event; when he has lost an event.

Junior High

1. The student will be able to select five statements describing good mental health from a list of ten statements describing mental health.

2. The student will be able to list the three basic emotional needs that people have (affection, acceptance, achievement).

3. The student will be able to list five results which may occur if emotional needs are not met.

High School

none

Program Goal

B. Ability to identify types of mental illnesses.

Behavioral Objectives

Primary

none

Intermediate

none

Junior High

1. The student will be able to choose from a list the symptoms of neurosis and psychosis.

High School

1. The student will be able to list two differences between neurosis and psychosis and two major symptoms of each.

Program Goal

C. Ability to recognize causes and treatments of the mental illnesses.

Behavioral Objectives

Primary

1. The student will be able to dramatize contrasting behavior of children who have and have not been growing in courtesy, friendliness, etc.

2. The student will be able to describe the way he looks and feels when he is sad, happy, and lonesome.

3. The student will be able to tell three fun ways to be a real help at home.

Intermediate

none

Junior High

1. The student will be able to list four causes of mental retardation.

2. The student will be able to list three ways of helping a mentally handicapped person be successful in society.

High School

1. The student will be able to list three differences between behavioral adjustments and mental illness.

Program Goal

D. Ability to recognize and accept the uniqueness of each individual.

Behavioral Objectives

Primary

1. The student will be able to name three ways to be a good friend, such as playing fair, wait your turn, not always wanting to be first, etc.

2. The student will be able to make a booklet, "All About Me," and show that he is growing and can compare it with other ways of growing, such as in friendliness, good sportsmanship, helpfulness, kindliness, and helping our minds grow.

3. The student will be able to discuss differences and likenesses in children by comparing their size, shape, coloring, and facial features.

Intermediate

1. The student should be able to describe why he would rather study with some friends and play with other friends.

2. The student should give reasons why he must overlook some personal traits of friends in order to enjoy the good traits.

3. The student should give three reasons why it is important that every person is different from every other person.

4. The student should be able to give three reasons for accepting and treating all people with respect.

Junior High

1. The student will be able to construct a chart showing the special strengths or abilities which individuals may have.

High School

1. The student will be able to "role play" three types of individuals in order to understand the uniqueness of each individual.

Terminal Goal

IX. Understand the reasons for giving the body the care it requires and develop the ability to analyze propaganda of body care products. (eyes, ears, teeth, skin, cleanliness, grooming)

Program Goal

A. Ability to recognize the structure of eyes, ears, teeth, and skin.

Behavioral Objectives

Primary

1. When presented on charts, the student will be able to recognize the structure of eye, ear, nose, and teeth.

Intermediate

1. The student will be able to look at a drawing and name the different parts of the teeth, eyes, ears, and skin.

Junior High

1. Using diagrams of the eyes, ears, teeth, and skin, the student will be able to identify the various parts.

High School

1. The student will be able to list parts of the eye, ear, and other vital sense organs.

Program Goal

B. Ability to identify the procedures in properly caring for eyes, ears, teeth, and skin.

Behavioral Objectives

Primary

1. The student will be able to demonstrate the correct way to brush teeth.

2. From a group of situations, the student will be able to identify those that insure body cleanliness.

Intermediate

1. The student will be able to make a list of two or more treatments for the care and protection of each of the following: eyes, ears, teeth, and skin.

2. The student will be able to describe three ways he feels when he comes to school properly groomed.

Junior High

1. The student will be able to list three to five important procedures in caring for the teeth.

2. From a group of situations, the student will be able to choose the correct ones which illustrate causes of eye strain.

3. The student will be able to list five general practices of good skin care.

High School

1. The student will be able to list at least three "do's" and "don'ts" of proper care of eyes, ears, teeth, and other sense organs.

Program Goal

C. Ability to recognize diseases of eyes, ears, teeth, and skin.

Behavioral Objectives

Primary

1. The student will be able to tell how his eyebrows, eyelashes, and eyelids help protect his eyes.

2. The student will be able to give three reasons why he should give teeth proper care.

Intermediate

1. From a list of symptoms for eyes, ears, nose, teeth, and skin diseases, the student will be able to place them under the correct headings.

Junior High

1. From a list of true-false statements, the student will be able to identify the correct ones concerning acne.

2. The student will be able to list the causes of tooth decay.

3. From descriptions of eye defects, the student will be able to identify near-sightedness, farsightedness, and astigmatism.

High School

1. From a prepared list, the student will be able to match at least two diseases with the related organs of the body.

Program Goal

D. Ability to recognize advertising propaganda relating to body care.

Behavioral Objectives

Primary

none

Intermediate

1. Make a list of the claims made by six television commercials about shaving creams, chewing gum,

mouthwashes, deodorants, hand creams, shampoo, hair spray, etc., and be ready to state whether or not the claims are facts, opinions, or unknown.

Junior High

1. From a selection of various advertisements (T.V., magazine, etc.), the student will be able to separate the data in each into three groups:

   a. facts
   b. opinions
   c. unknown.

High School

1. The student will be able to collect at least three types of misleading advertising in regard to body care such as eyes, skin, teeth, etc.

Program Goal

E. Ability to recognize that good health habits develop through daily care.

Behavioral Objectives

Primary

1. The student will be able to describe the relationship between proper diet and dental health.

Intermediate

1. The student will be able to list three reasons why the dentist says he should wash his teeth at least once a day.

2. The student should describe why it is necessary to keep hands and fingernails as clean as possible at all times.

Junior High

1. The student will be able to list the daily procedures necessary to insure healthy teeth, healthy skin, etc.

High School

1. The student will be able to keep a daily log (three days) listing good health habits he practices.

2. The student will be able to compare his daily log listing good health habits to a proper guide to determine whether he ranks poor, fair, good, or best.

Program Goal

F. Ability to recognize the importance of periodic dental and medical checkups.

Behavioral Objectives

Primary

1. The student will be able to list six items showing the value of eyes, ears, and teeth.

2. The student will be able to list those who help keep him healthy, such as doctors, nurses, dentists, etc.

3. Through pantomime, working in pairs, the student will be able to show something a doctor does when examining a patient.

4. The student will be able to match riddles, for example: Guess who? She helps us. She helps the doctor._____.

Intermediate

1. The student will be able to list reasons why it is important to have your eyes checked every year, especially if you have headaches.

2. The student will be able to list reasons why you should have your teeth checked every year by your dentist if you are to maintain strong healthy teeth.

Junior High

1. The student will be able to explain in written form the reasons for periodic health examinations and what is involved in a checkup.

High School

1. The student will be able to list the name, address, and phone number of his family's dentist with the date of his last checkup.